

The Vocational Guidance *Quarterly*

VOL. 2, NO. 4

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SUMMER 1954

The Vocational Guidance Quarterly

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*A Division of the American Personnel and Guidance
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1953-1954

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In retrospect: When you read this the 1953-54 NVGA administrative year will be a matter of history. What kind of a year has it been? Well, that has depended pretty much upon YOU—how interested and active you've been in NVGA, how much you've helped to build up our organization and our profession, whether or not you attended the Buffalo Convention—one of the very best ever held—and so on.

From the standpoint of your officers and trustees it has been a "year of decisions"—a year of establishment and consolidation of our position as a major division within the APGA framework—a year of reassurance to our membership and of reaffirmation of faith in the vital importance of the vocational guidance function and of NVGA—a year of scouting and exploration of new avenues for strengthening NVGA and APGA (e.g., the formation and work of the Public Information and Professional Relations Com-

Message from the

PRESIDENT

mittee)—a "build-up" year in which we have strengthened our base of operations and developed strong reserves of good will, activities and determination—and a year in which the stage has been set so that we may help APGA spearhead an advance which will carry all of our divisions to new levels of achievement in the development of good standards and practices in guidance and personnel work.

And now to the future: Newly elected officers of NVGA for 1954-55 are: President, Clifford P. Froehlich, University of California at Berkeley; President-Elect, Charles E. Odell, U. S. Employment Service, Washington, D. C.; Secretary, Leonard M. Miller, Office of Health, Education and Welfare, Washington, D. C.; Treasurer, Blanche B. Paulson, Bureau of Counseling Services, Chicago Public Schools; Trustees, Mary E. Campbell, Condé Nast Publications, New York City—Raymond N. Hatch,

Michigan State College, East Lansing—and H. A. Newstead, Ontario (Canada) Department of Education, Toronto. Mr. Newstead was unanimously elected by the Board of Trustees at Buffalo to take Mrs. Paulson's place on the Board of Trustees, since she was elected Treasurer. Continuing on the Board of Trustees for 1954-55 are William C. Cottle, Willis E. Dugan, Ann Tanneyhill, and myself as immediate past-president. A list of the 36 newly elected Delegates to the APGA Assembly for 1954-55 appears on page 551 of The Personnel and Guidance Journal for May, 1954.

Whatever progress this NVGA year brought forth is a fine tribute to the vision, devotion and efforts of many, many hundreds—thousands would undoubtedly be more accurate—of good people and true who have given their time and support to promoting the cause for which we stand. To each of you a sincere vote of appreciation and thanks.

It has indeed been a privilege to me as your president to have had the opportunity of working with one of the finest groups of professional leaders to be found anywhere.

To Clifford P. Froehlich and his incoming administration, our best wishes for an outstanding year—the best in NVGA history—are herewith extended.

A handwritten signature in black ink, appearing to read "Bob Dunswoor". The signature is fluid and cursive, with "Bob" on top, "Dunswoor" below it, and a diagonal line extending from the end of "Dunswoor".

Cooperative Training Programs for COUNSELORS

MARY SUE MUCKENFUSS and EMILY E. SIMPSON

IN 1952, the University of Virginia's School of Education announced a 4-week summer course of practical guidance training with actual work experience in many businesses and industries in the Richmond area.

"This unique program provides an opportunity for you to "earn while you learn." You will receive minimum wages of your job and 4 semester hours of graduate or undergraduate credit. Personnel leaders in business and industry meet with the class for group discussions of vocational guidance problems. The last two days are spent at the University in

summarizing and evaluating the program."

The resulting class was made up of 11 members, 3 men and 8 women, each of whom was concerned with some phase of guidance in his individual school. Four were secondary school counselors, one of whom was also a visiting teacher; 3 were high-school-subject teachers with homeroom guidance responsibilities; 1 was a distributive education coordinator; 1 was principal of a secondary school; 1 was principal of an elementary school; and 1 was a coordinator of evening classes in a local college.

All members, except the evening school coordinator, who made a survey of employees in Richmond industries to determine what classes they would like offered in the eve-

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The authors at work at the telephone company switchboard



ning school, worked on a job. Three were employed as operators at the telephone company; 2 on the flying squad sales force of a retail store; 1 in a service department of a department store warehouse; 1 in a paper factory; 1 at a bank; and 1 with a large oil company. The group met one evening a week to exchange experiences.

To discover the extent to which both students and participating business and industry gained help and satisfaction from the 1952 course, questionnaires were obtained from the 11 members of the class and the 6 employers. Conferences were arranged with the immediate supervisor or personnel director of each firm, and informal interviews were held with all class members except one.

All the employers responded that the value of the work project far exceeded the time and money expended. Five employers desired to provide the same opportunity for students the following summer and three of them were willing to take additional students. The sixth employer is trying an alternative plan of publishing a bulletin and awarding scholarships to inform and attract more high school students to his particular business, but is interested in future participation in the training program. The regular employees or staff members were receptive to the idea of having school people work in their departments. Several expressed enthusiasm. In two instances the student's written summary on his work experience was used by the employer to interpret the organization to prospective employees and to outsiders.

All members of the class received personal and professional satisfaction from the experience,

and 8 had received much satisfaction. All felt that it was more practical and interesting, but one felt that it was less challenging than other education courses they had taken.

Suggestions given by both groups for improvement of the class were as follows:

1. Provide a longer period at the University for summary and discussion, and writing of necessary papers. The intensity of the work itself and class meetings, plus writing a class project, made the experience a physical and mental strain.
2. Open the class to classroom teachers who are doing guidance work, and also to "repeaters" to have the opportunity to compare different types of work.
3. Invite employers for a minimum of one class session to plan with the entire group in setting up objectives and ways of evaluating the class.
4. Follow up each student on the job.
5. Extend the class to six weeks with six credits.
6. Invite employers to take part in the final evaluation of the class.
7. Use the same placements, in so far as possible, so that previous experiences can be used for better planning within the framework of the organization. (This was from an employer.)

Through inquiries to 20 authorities in guidance in the United States, 6 other programs of co-operative counselor training in which counselors and teachers obtain experience in business and industry were located.

The program of longest duration is at *Michigan State College*, East Lansing, Michigan, which is in its

eleventh year of operation and has spread to other cities in the state. This school expected to enroll 175 people in four programs in the summer of 1953. Six term hours of graduate credit are awarded upon satisfactory completion of the 6-week program of paid work experience. This plan also included discussions of personnel problems with leaders in business, industry, retailing, guidance, and counseling.

The University of Pittsburgh, Pittsburgh, Pennsylvania, has for the past eight years been offering a course in which education and industry cooperate to make available to teachers, counselors, and administrators a program of employment experience for counseling. The basic element of this course, which carries 4 graduate credits, is regular, full-time, paid employment for 6 weeks. Class conferences are held two evenings each week for interchange of experiences and for discussions with members of personnel departments of the cooperating firms and with representatives of both labor and industry. Maximum enrollment in the class is 25 to 30 students.

In California, the *Los Angeles City Schools* sponsored their 8th annual guidance workshop in Business and Industry in the summer of 1953. This 4-week program for business, industry, and education cooperation includes paid employment by industrial and business organizations for the middle 2-week period. During the first week of employment the class members ro-

tate among various departments for an overall picture of company operations, and during the next week, members work in one department at an entry job.

The *Department of Industrial Education of The Wichita, Kansas, Public Schools* and the *University of Wichita* have been evolving over a period of six years a 4-week workshop in industrial and business education, carrying 4 hours of graduate or undergraduate credit. The first week includes a period of orientation, tours, and the presentation of human and industrial relations, plant organization and policy-making by top management men of business and industry. For the second and third weeks each member of the class is assigned to a Wichita business or industrial concern as an "observer-learner" for a period of 2 weeks. The fourth week is spent in summarizing and evaluating the experiences.

Oregon State College in Corvallis, Oregon, has been operating an 8-week cooperative counselor training program for the past several years. This program includes industry, business, and retail establishments in the Portland-Vancouver area. Membership of the class is restricted to 20 to 25 students who reside in Oregon. Six hours of credit are received for the course which includes 2 seminars of 3 hours each week for the purpose of visiting other establishments as well as having labor and management before the group.

We Regret: JAMES E. GARDNER was listed in the Spring issue as Executive Director of the District of Columbia Tuberculosis and Health Association. Mr. Gardner's position is Director of the Rehabilitation Department of the District of Columbia Tuberculosis Association.

The Adult with Cerebral Palsy

VOCATIONAL GUIDANCE AND PLACEMENT

by LINN W. CURTIS

CLIENTS with cerebral palsy are probably more difficult to place in jobs than those in any other category of handicapping disabilities, with the possible exception of epileptics. When the client is both cerebral palsied and epileptic, which is frequently the case, the problem becomes heroic.

It is safe to say that no other group has been so misunderstood and underestimated by employers. At the same time it would be difficult to find as widespread lack of knowledge about occupations and job requirements in any other group. Adults with cerebral palsy who are now of employable age were children at a time when so very little was known about the condition that they did not have the benefit of the therapies available today. Furthermore, their parents did not have today's information to help them prepare their children for life. For reasons not too difficult to understand, parents over-protected and shielded children with cerebral palsy to a point where many, now grown to adulthood, have extremely childish attitudes and little, if any, idea of what would be expected of them in

even the simplest kind of job situation. They frequently have grossly exaggerated ideas of their capabilities and they often have completely unrealistic objectives. These people must be handled carefully. They can only assimilate gradually the information necessary to enable them to see themselves as they really are. There are many severely involved cerebral palsied adults, however, who are eminently well prepared and highly qualified for jobs within the range of their abilities. Unfortunately, they have little or no work experience because of widespread employer resistance. In these cases, the frustration resulting from constant rejection by employers and others frequently causes serious psychological changes in personalities and attitudes complicating the situation further.

Therefore, to deal successfully with the vocational problems of the cerebral palsied, it is more than ordinarily necessary to utilize the services of as many disciplines as possible. Since cerebral palsied clients are unable to perform at the same level or in the same manner as their competitors in a test situation, the usual tests and measurements are invalid. Vocational guidance for cerebral palsied people borders on casework because, in many instances, other members of the family must be brought into

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the process to secure their support and help in carrying out projected programs. In addition, therapies and treatment, particularly psychotherapy, are frequently necessary before job objectives can be considered. These services, as well as training facilities, must be arranged for or provided. It is therefore necessary to establish good cooperative working relationships with agencies and facilities in the community which offer such services.

Since the occupational horizons are extremely narrow in most cases, it is important that cerebral palsied clients select objectives within their small range of accomplishment. This often means that they must lower their levels of aspirations or reorient themselves toward other goals more appropriate for them. This is, of course, a delicate procedure and requires careful handling to avoid destroying morale completely. In some cases, it is possible to discover qualities and capacities which can be the basis of a program hitherto undreamed of. All this implies a long and careful guidance process since only by getting to know the client well is it possible to plan constructively with him.

After the client has been brought up to a level where employment is possible, a highly selective placement is necessary. The resistance of an employer is usually so great when he is asked to consider a cerebral palsied applicant, that only real salesmanship and a great deal of interpretation can achieve even a tryout period.

Just as dealing with cerebral palsied clients necessitates special techniques, so developing employers of the cerebral palsied demands carefully worked out approaches. Many employers are fearful that



Successful vocational adjustment and employer understanding combine to furnish productive workers

other workers in their establishments will object or "feel too sorry for them." In such cases it is helpful to speak to the employees to secure their acceptance and cooperation. Every conceivable excuse is encountered from the employer for not taking the applicant. However, when these objections are finally explained away and an opportunity is granted at least to demonstrate the applicant's ability to perform productively, the cerebral palsied person, provided he is really qualified for the job, usually fulfills his responsibilities and is retained. As a matter of fact, a recent follow-up study of 56 placements revealed that 13 of those placed had increased their earnings through raises or promotions.

Many guidance and placement techniques, as has been suggested already, must be refined or redesigned in dealing with cerebral palsied persons. Of course they must first be regarded as whole individuals with problems much greater than those usually encountered in the less severely handicapped. Techniques must be flexible and made to fit individual needs.

It has been conclusively demonstrated that the cerebral palsied person can and does become a productive worker in competitive situations when he has been properly counseled, is qualified, and has been selectively placed. In two years, United Cerebral Palsy of New York City, Inc. has placed 56 out of 202 clients with cerebral palsy in jobs averaging \$44.80 per week.

Movies Available Showing Employment of Workers with Physical Handicaps

The President's Committee on Employment of the Physically Handicapped has cooperated in the production of sound motion pictures showing the successful employment of handicapped persons. Two of these films are now available on a free loan basis as a public service.

America's Untapped Asset, a 13 $\frac{1}{2}$ -minute, 16-mm. film which includes women and older workers in the groups shown, may be requested at the nearest office of your State Employment Service or Vocational Rehabilitation Agency or from the State Chairman of the Governor's Committee on Employment of the Physically Handicapped at your State capital city.

Opportunities Unlimited is a 14 $\frac{1}{2}$ -minute, 16-mm. film which may be borrowed from the Motion Picture Department, National Association of Manufacturers, 14 West 49th Street, New York 20, New York, upon payment of a handling charge of \$1.50.

NOTE: *The Review of Educational Research*, December, 1953, in its special issue on The Education of Exceptional Children reviews recent literature on cerebral palsy in Chapter VII on "The Orthopedically Handicapped."

In 1954, fellowships for 4 weeks of specialized training for counselors in work with cerebral palsied and other severely handicapped workers were offered by the Alpha Gamma Delta International Women's Fraternity and the National Society for Crippled Children and Adults (11 South LaSalle Street, Chicago 3, Illinois).

Local Occupational Information

DAVID H. DINGILIAN, RUTH D. SAMSON, WELDON T. SPEARS, and
BUFORD STEFFLRE

THE ADVISEMENT SERVICE of the Los Angeles City Schools has obtained and disseminated local occupational information to more than 70,000 clients over the last eight years.

The major effort made by the Service to obtain such information resulted in the publication of a local organ called the *Labor Survey*, a summary of national, state, and local occupational information for the counseling staff as well as others interested throughout the school system and community. (This publication was recently suspended because of a reorganization of the guidance structure in Los Angeles.)

The *Labor Survey* focused attention on the up-to-date local labor scene. Immediate local information was needed, particularly in our work with adults who were planning to seek jobs at once. Certain trends reported for the national or state level were found, upon investigation, to be reversed in Los Angeles. The best way to use the reports from Washington and the excellent material emanating from the California Department of Education in Sacramento was to test its

validity against the realities of the market place.

Information came from over 25 written sources as well as from interviews with union officials, employment service interviewers and analysts, personnel managers, school employment workers, and others who were in a position to know shortages and surpluses in employment. All available information was digested and reported in terms of trends, analysis of job areas, reports on new industries, wages, and fields of surplus or need. In the *Labor Survey*, information was related to the national, state, and local picture to make it easier for the counselor to get the facts quickly. Each issue had a special section dealing with such problems as employment for minority group members, handicapped workers, and older people.

Evidence of the need for such a local survey is found in the fact that the mailing list had to be severely restricted before it got completely out of hand. School counselors, college employment workers, and state department of education people were particularly pleased with material in this packaged, easy-to-handle form.

Another source of local information which we have found valuable consists of consultants in various fields of work who are willing to discuss jobs with counselors or clients. Apprenticeship coordinators in the various trades are particularly valuable. At the same time, these specialists are so professional

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in their outlook that no attempt at recruitment at the expense of other trades is made. Instructors in the junior colleges, especially in such fields as music, arts, and drama, are most helpful in setting youthful feet on solid ground. Often clients are provided with auditions by experienced teachers with no axes to grind. Such a service is particularly helpful in Los Angeles which, because of its large entertainment industry, has more than its quota of would-be actors, singers, dancers, and artists. Last of all, the staff itself systematically inventoried its own work experience so as to provide a "built-in" consultant service which tapped first-hand knowledge of over 100 different occupations. No better method of transmitting some aspects of occupational in-

formation exists than the practice of letting a client talk it over with someone who obviously knows the ropes because he has made his living at it.

Workshops and field trips, while not at all novel, did much to acquaint counselors with the facts needed about local occupations. Like most groups we found that preplanning in visits to industry pays dividends because we all are inclined to see what we look for. With regard to workshops it seems most important to have systematic follow-up through summarizing previously exchanged or developed information. This can often be done in the form of printed occupational information which makes available to all the members of the workshop group, and eventually to

Students interested in a photolithography career consult with instructor at Los Angeles Harbor Junior College



their co-workers, the findings of the participant.

In disseminating occupational information we have been particularly concerned with two developments—the construction of counseling aids based on local occupational information and the building of traveling vocational libraries to supplement the offerings of the various schools. Of the counseling aids developed at the Advisement Service only three will be mentioned here.

Counseling Aids

A summary of the educational and other requirements of many of the occupations licensed by the state was prepared in such a way that the student and counselor could see at a glance how each training institution tied its program into the licensing structure. By using this aid the student can determine which courses he should take in high school or college to prepare for work in a given occupation. In an area with many institutions of higher learning and complex licensing requirements such a counseling device has proved invaluable.

Another counseling tool groups important occupations according to the ability factors thought to be most important in the performance of the work and according to the amount of education needed to qualify. This aid is similar to the Minnesota Occupational Rating Scales but differs in some particulars. Divisions are in terms of factors isolated by factor analysis and measurable with such tests as verbal meaning, perceptual speed, and word fluency. The jobs categorized were those most frequently found in the Los Angeles area, plus others in the U. S. Bureau of Labor Statistics' *Occupational Outlook*

Handbook. An additional breakdown is made by grouping the occupations: those requiring university training, those which could be qualified for by an apprenticeship, those requiring some post-high school training (such as junior college), and those with no particular educational requirements except perhaps high school graduation. Although the grouping suffers from subjectivity, this counseling tool has proved useful in disseminating local occupational information as it relates to the factored ability tests used at the Advisement Service.

The last counseling device to be described is an interest list for use with the Guilford-Schneidman-Zimmerman Interest Survey. This inventory we find helpful but woefully lacking in job suggestions for the counselor. The list is similar to others of its kind but illustrates the point that counselors often need to exercise their own ingenuity if a workable compromise is to be achieved between the "head-in-the-clouds" test constructor and the "matter-of-fact" vocational counselor.

Traveling Libraries

A final method of disseminating occupational information grew out of the particular situation in which the Advisement Service operated. Counselors from the Center went into the schools to work with graduating seniors. Since it is impractical for every school in a large district to have all the occupational information available, a method was developed to supplement school libraries with traveling kits of vocational information from the Advisement Service. These kits contained the most needed pamphlets, catalogs, and other prepared material to help students to get up-to-date and complete in-

formation. Preliminary surveys showed that material on about 100 occupations was needed to supplement the information available in most high school libraries. These traveling libraries also provide classroom materials for use in senior problems courses where vocational units are in progress.

In summarizing the experience of the Advisement Service in gath-

ering and disseminating local occupational information, it is well to keep in mind that these practices were worked out for a particular, and perhaps peculiar, situation. They might not work elsewhere. Above all, we have learned that one counseling aid locally developed because of local needs is much more useful than a basket full of standard lists.

We Saw It in the Popular Press

From *Changing Times*, the Kiplinger magazine:

October, 1953—"10 Jobs That Pay \$10,000 Plus" gives the outlook for careers in Accounting, Veterinary Medicine, Engineering, Dietetics, Architecture, Psychology, Chemistry, Optometry, Medicine and Law, with leads to further, more detailed information about these professions.

December, 1953—"Not All Good Jobs Are White-Collar Jobs" points out that manual work, too, builds careers. Summarizes the opportunities, lists typical wage scales, and describes the avenue to a skilled trade through apprenticeship training.

January, 1954—"Want to Sell Things by Mail?" describes the pitfalls of this highly competitive field, and considers the capital required to start, what to sell, where to buy and sell, how to advertise, prices and profits, Government rules and regulations, and customer relations. Excellent bibliography.

February, 1954—"Looking for a Career? Don't Forget Selling" classifies the kinds of selling jobs, while the compensation and opportunities are characterized as "ceiling unlimited."

"There's Good Money in a Gas Station" presents how much capital is needed, what it costs to run a station, the stamina, energy, and other qualifications needed, and how to get started.

"Ladies! Earn Cash by Typing at Home" tells how to raise a family, keep house, and still pick up \$25 a week by spare-time typing in the home.

March, 1954—"So You'd Like to Be a Writer" discusses the market for fact and fiction writing, the qualifications for success, the kind of training available, and the range of earnings.

criteria for continued employment of OLDER WORKERS

by J. HOWARD WYNER

WHAT ARE EMPLOYERS doing to increase their use of qualified employees who would formally have been retired? This subject is being currently explored as a result of a January, 1952, National Conference on Retirement sponsored by the McGregor Fund of Detroit and the National Committee on Aging of the National Social Welfare Assembly. The Conference met to explore additional yardsticks for determining how long and under what conditions older workers should continue in employment or be retired, since chronological age is increasingly questioned as a sole basis for retirement.

Considerable interest was expressed in the development of objective criteria for determining the utilization of skills of older employees and the basis of retirement. As a consequence, the McGregor Fund made a grant to the Committee to work for two years in

J. HOWARD WYNER is a staff member of the National Committee on Aging of the National Social Welfare Assembly and is in charge of the project he describes.



stimulating activity in this field and disseminating information about significant results. During the first phase of the project about 400 firms have been contacted by letter asking them to describe specific provisions and programs designed to increase utilization of qualified employees who would otherwise have been retired. Thus far, there has been about a 40 per cent response. Where specific programs are reported, follow-up visits are made to get details, particularly on industrial medical programs and medical evaluation.

Reports are being developed on current experience, practices, and plans in which objective tools are employed for determining the continued employment of older workers. In many firms the continued employment of older workers is an important phase of industrial relations activities. However, most practices are informal and conducted on an individual basis.

In many firms there is an absence of systematic methods for appraising an employee's performance other than the day-to-day supervisory contact. No tests or measurements are used except medical evaluation of the employee's physical ability to carry on the job. Where the employee cannot meet the physical demands of the job, the following may be arranged: (1) shorter hours; (2) transfer to a job of less strain and responsibility; or (3) some job modification.

Several firms, however, have more precise methods for determining whether an employee should be retained or retired upon approaching normal retirement age, utilizing medical, job performance, and job analysis criteria.

Medical Criteria

Some firms provide thorough physical examinations, which include laboratory tests, for their employees for use in initial placement, in job transfer, and upon return after illness. Records on changes in the employee's health and physical abilities are maintained. Medical departments have access to job descriptions. Some have participated in analyzing physical, emotional, and environmental job demands. Records on an employee's job performance are part of the medical file. Therefore, analysis of changes in physical abilities related to job performance can be made effectively.

Measuring Job Performance

Some firms use periodic service ratings for evaluating employee performance. Characteristics rated include both subjective and objective work factors such as: work output, quality of work, attendance

and punctuality, safety habits, accidents, housekeeping, adaptability, trainability, cooperation, thoroughness, dependability, judgment, ability to accept and discharge responsibilities, initiative, ambition, ingenuity, and attitudes toward employees and supervision. Information over a considerable period is available in assessing particular strengths and weaknesses instead of a single evaluation at employee's normal retirement age.

Job Analysis Methods

Most companies report that they do not have a job analysis program since their supervisors and personnel and medical departments have first-hand knowledge of jobs. However, a few firms report a thorough job analysis program. Where job analysis systems exist, some form of rating is applied to physical capacities, effort required, work speed, environmental conditions, and exposure to hazards.

Physical demand requirements include the following categories: (a) those involving primarily the use of legs, feet, and body; (b) those involving the sensory organs; and (c) those involving the use of hands, arms, and fingers. Environmental conditions include some of the following: hot, cold, dry, humid, wet, dusty, toxic conditions, and outdoors. To describe the extent of physical and environmental demands the following categories are indicated: minimum, normal, and excessive. These categories are further refined by indicating the frequency of an employee's exposure to job conditions in such terms as seldom, occasional, frequent, constant, not required, and the percentage of time under usage or exposure.

Instead of rating scales, one com-

pany uses a "Specific Method of Physical Abilities." The hour is used as a standard unit of measurement of usage or exposure instead of time percentages and such general terms as occasional, frequent, and constant. The method permits statements of fact without an attempt to rate them. The method meets the test of a good measuring device since it has a unit of measurement, a zero, and a criterion. It leaves no doubt about the job demands.

Through these job analysis techniques a number of jobs have been found suitable for older workers which were not recognized as such before. These techniques have been particularly effective in the selection and continued employment of older workers with conditions such as cardio-vascular disease, diabetes, arthritis, arrested pulmonary tuberculosis, amputations, defective hearing, and defective vision.

Plans for Development of Criteria

There are a few developments in medical record administration which indicate the possibilities of longitudinal studies which will report changes in physical capacities and ability to perform. One large firm is gathering such data. Another firm has just reorganized all its industrial medical services and plans to undertake such studies when more records are available. A precision instrument manufacturer is recording medical data and changes in physical capacities on IBM cards, facilitating such studies.

A few firms have indicated interest in personnel testing of older

workers and are reviewing their psychological testing experience. One firm would like to develop personnel tests for transfer and initial selection of older workers. Another firm is studying time factors in their testing program and may adopt some modifications after the problem is fully explored. At present, very few tests have been standardized for older workers.

Recognition is being given by firms to the need for a more systematic and objective program for the utilization and continued employment of older workers. Several firms have indicated interest in exploring the area of physical measurements and of medical and psychological criteria. Many firms have emphasized the importance of developing more objective criteria for continued employment of older workers.

During the next phase of the project an effort will be made to consolidate findings with regard to criteria and practices along several lines through the establishment of technical subcommittees composed of labor, management, and government specialists in the following areas: (1) Job requirement, selection and placement, and work performance criteria; (2) job modification and job redesign; (3) employee rehabilitation and preventive health maintenance programs; (4) administration of selective placement and retirement programs.

It is hoped that these committees may be able to clarify existing practices and point the way toward practical standards which can be used to extend and improve the utilization of older workers.

OPPORTUNITIES ABROAD

by EVELYN MURRAY

THE NUMBERS and variety of occupations open for U. S. citizens abroad have increased so much since the beginning of World War II that it seems useful to list some of the sources of information about them.

Federal Jobs

The U. S. Civil Service Commission describes *Federal Jobs Outside the Continental United States*, in Pamphlet No. 29, April, 1953, available from the Government Printing Office for 10¢. The Government agencies having the largest number of opportunities are: the Departments of State, Agriculture, Defense, Commerce, and Interior; the U. S. Information Agency, and the Foreign Operations Administration. These positions, for the most part, are non-competitive, or exempted by Civil Service, which means that special qualifications but no written examinations are required. In the majority of these openings it is expected that the person will stay abroad at least two years. Stenographers between 21-35 years of age are being hired by many of these agencies now.

The Department of Agriculture hires such specialists as agricultural engineers, chemists, economists, and technicians in fields of

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agricultural research, home economics, farm machinery, plant or animal husbandry.

The Department of the Army, which has posts in all parts of the world, hires for clerical, administrative, teaching, professional, recreational, engineering, ordnance, and transportation positions. Applications on Federal employment Form 57 should be addressed to the Civilian Personnel Division, Department of the Army, Washington 25, D. C. Here, as in most other overseas jobs, applicants must be at least 21 years of age.

The Department of the Air Force has similar jobs, particularly for experienced technical and skilled workers in electrical trades, in all types of mechanical and construction jobs, as well as in administrative, clerical, and engineering work. Application for Air Force jobs on Form 57 may be sent to the Civilian Personnel Office of the nearest Air Force base in the United States.

The Department of State appoints employees to 22 different classes of positions involving technical, administrative, fiscal, or clerical responsibility for its nearly 300 posts abroad. Applications for clerical staff should be sent to the Division of Employment, Department of State, Washington 25, D. C. Many positions require a knowledge of foreign languages. A free pamphlet, *Employment Op-*

portunities with the Department of State, available from the department contains information regarding Foreign Service and other positions.

The U. S. Information Agency in its 30 bi-national information centers with a broad program of cultural interchange employs teachers, librarians, and other administrative and educational specialists.

The Department of the Interior, through its Bureau of Indian Affairs, Bureau of Land Management, Bureau of Mines, Bureau of Reclamation, Bureau of Wild Life Services, and national parks has many positions in Alaska for foresters, engineers, metallurgists, geologists, as well as social workers, teachers, and various types of clerical, administrative, and skilled workers. These positions are filled by appli-

cation directly to the Regional Office in Alaska or to the personnel officers in the various bureaus of the Department of the Interior, Washington 25, D. C.

The Department of Commerce, in its Civil Aeronautics Administration, has positions in Alaska and Hawaii for people with operating experience in aeronautical communications. The Department of Commerce publishes a pamphlet, *Employment of U. S. Citizens Abroad*, for those seeking jobs with private industries abroad, available for 5¢ from the Government Printing Office.

The Foreign Operations Administration has missions in Europe, Asia, and South America for strengthening the free world through loans, grants, and technical assistance. Experts in engineering, public health, education,

An American agricultural expert meets with young Turkish students at a farm-machine training school



foreign trade, international finance, and economics are employed. Applications may be addressed to the FOA, Personnel Division, 806 Connecticut Avenue, Washington, D. C. The South American Division of the Foreign Operations Administration is responsible for conducting the Point IV Program in Latin America. Fifteen government agencies cooperate in providing technical assistance in such fields as agriculture, health, education, housing, and government administration. Specialists in education—particularly rural, industrial and vocational agriculture—are hired, as well as experts in modern farm methods and doctors, sanitary engineers, nurses, hospital administrators, and other public health workers. Applications may be sent to the Personnel Office, F.O.A., Lafayette Building, Vermont Avenue, Washington 25, D. C.

Other Positions

The Foreign Trade Office of the Pan American Union, Washington 6, D. C., has a partial list of United States firms operating in Latin America which includes nearly 100 of the largest corporations and industries of the United States. United States citizens who wish to work in Latin America are advised to seek employment with North American firms so that they have a guarantee of work before leaving the United States. A speaking and understanding knowledge of Spanish, Portuguese, or French is important. The greatest need is for specialists in administration, management, engineering, sanitation, and transportation and for experts in agricultural methods, industry, and aviation. Usually professional experience is required. A study of 53 United States firms operating in

Central and South America showed that in 46 only 1% or less of their employees were not nationals of the countries in which the industries were located. Except for the highly specialized jobs, local workers are usually employed. The Division of Education of the Pan American Union has issued a pamphlet on *Teaching Opportunities in Latin America for U. S. Citizens*.

The United Nations Technical Assistance Administration provides short-term technical experts in such areas as cartography, public finance, economics, chemical engineering, geology, and social welfare. Further information is available from the Technical Assistance Recruitment Office, Bureau of Personnel, United Nations, New York City.

Teaching Abroad

The Office of Education, of the Department of Health, Education, and Welfare, Washington 25, D. C., distributes a pamphlet on educational projects abroad under the Fulbright Educational Program, Point IV Educational Programs, Armed Forces Education Programs, Territories and Possessions, Latin American Republics, Department of State, and United Nations International Fellowships. In another pamphlet, *Exchange Teaching Opportunities, 1954-55* it gives details on the opportunities for elementary and secondary teachers to teach in national schools in 26 foreign countries. Under the provisions of the Fulbright Act, the Department of State administers this program, but the U. S. Office of Education screens the applications and makes arrangements for the interchange. Those applying must have a bachelor's degree or the equivalent and

3 years experience in teaching, must be a citizen, in good health, and under 50 years of age. Inquiry should be addressed to the Teachers Exchange Section, Office of Education, Washington 25, D. C.

The United Nations Educational, Scientific, and Cultural Organization, in a free leaflet, *Teaching Abroad*, every few months lists the qualifications of educators interested in overseas work so that foreign universities may obtain the names of these persons from its Paris Office.

The International Information Administration, Department of State, has a pamphlet on *Educational Exchange Grants*, which contains information on various educational research and consultative positions abroad. It is available for 10¢ from the Government Printing Office.

The Institute of International Education, 1 East 67th Street, New York City, a clearing house for information on study opportunities as well as teaching and work abroad, has a free list of offices from which information may be secured regarding opportunities for Americans to teach abroad.

Other Sources of Information

Christian Horizons—Openings in Missionary Service for 1954 is published by the National Council of the Churches of Christ, 156 Fifth Avenue, New York 10, N. Y. It lists opportunities in agriculture, business administration, and education, and openings for doctors, nurses, social workers, and technicians.

The Congregational Christian Service Committee, 110 E. 29th Street, New York 16, has a foreign service bulletin which lists

20 or 30 private agencies which offer career opportunities abroad. Such agencies as the American National Red Cross, 17th and E Streets, N. W., Washington, D. C., for example, send social workers, recreation workers, and secretaries abroad. Further information regarding overseas welfare programs may be obtained from the American Council of Voluntary Agencies for Foreign Service, 20 West 40th Street, New York City.

The International Development Placement Association refers field workers to undeveloped areas to work with local agencies at local wages. Only those with an idealistic motivation are desired. Very few recent college graduates are hired but those with highly developed skills and training in such fields as agriculture, public health, engineering, and science are sought.

The U. S. Chamber of Commerce, at 346 Broadway, New York City, distributes a publication *Employment of U. S. Citizens Abroad*, which contains information regarding exports and imports, as well as business opportunities.

Both *Mademoiselle* and *Glamour* magazines have reprints of articles on jobs abroad. Address inquiries to MADEMOISELLE at 575 Madison Avenue, and to CLAMOUR at 420 Lexington Avenue, New York 17, N. Y.

An examination of the materials above reveal that for most positions abroad, special skill, knowledge, and expertise are needed. In many lands persons trained in certain specializations are badly needed. Perhaps one of the most useful things a counselor can do is help young people interested in work overseas to read widely about the opportunities before planning their destination abroad.

CLIENT PARTICIPATION in the Counseling Process

by MEREDITH W. DARLINGTON

THE VOCATIONAL COUNSELOR must make certain that he and his client have "common denominators" as they begin and progress in vocational planning. The counselor must discover and understand rather completely the client's phenomenal field, especially those areas with vocational significance. This helps the counselor to see the individual as a whole, as he is. It helps him to learn what to expect in terms of vocational problem-solving ability, where to begin, and how to proceed, as he guides the client in his step by step vocational self-appraisal and career planning.

The conferences must be conducted in such a way that a client can consider and make decisions concerning the many facts and their interrelationships that go to make up his vocational pattern and affect his vocational choice. The client's ability to solve his immediate vocational and career planning problem must be strengthened. Unless this is done, unless vocational insight results from each point considered during the interviews and from consideration of interrelationships, the client has not broadened his vocational concept.

Areas that might be considered in the client's phenomenal field, with emphasis on the vocational implications of each, are: likes and

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dislikes about jobs held, hobbies, past education and training, home and family background, goals, personality characteristics, felt needs, interests, scholastic aptitudes, results of other aptitude and/or vocational tests, physical limitations, financial status and dependents, and others. There is no definite area with which to begin nor one standard procedure to follow in making the appraisal. The client himself is the determining factor. The conference must be tailor-made to fit his needs.

If the client is to consider data in each of the above areas, the necessity for the counselor's developing a written outline or brief of some type for the client's use becomes apparent. The counselor could use a blackboard or sheets of tablet paper to brief or summarize vocational data and decisions. The writer has found a vocational chart made from 24" width wrapping paper suitable for use in many cases. The size of the desk on which the counselor and client work will determine the length of the strip. Use a regular grocery store marking pencil or one with a thick lead. Print and write large enough that both can see and read the contents easily while sitting at the desk.

Vocational Learning in Counseling

Begin the chart where the counseling begins. As resource material is reviewed and each major area is considered, explored, and discussed with the client, the coun-

STEPS IN PROBLEM SOLVING

- (1) FACE THE PROBLEM SQUARELY AND REALISTICALLY
- (2) GET ALL THE INFORMATION ABOUT IT YOU CAN
- (3) CONSIDER THE POSSIBLE RESULTS AND CONSEQUENCES OF DIFFERENT DECISIONS OR ACTIONS
- (4) MAKE YOUR DECISION
- (5) YOU HAVE TO ACCEPT THE CONSEQUENCES OF YOUR DECISION.
AND YOU SHOULDN'T WORRY ABOUT IT AFTERWARDS OR BLAME YOURSELF OR ANYONE ELSE.



Smith desires steps 3, 4 and 5 as the hardest for anybody. Smith knows he has got to accept certain conditions. He has got to accept himself. He should try to capitalize on his strong points. He should try to change anything about himself if it is bad vocationally. Smith knows the counselor will try to help him select a vocational goal. It is Smith who is going to take the training. Smith has to work to take care of his family. He is proud of what he has done in the Korean service and since getting out. Not many 22 year old fellows have done as much.

RD-8
7-6-52

SCHOLASTIC APTITUDE OR LEARNING ABILITY

TEST #1
RD-5
7-6-52

DROPPED OUT OF SCHOOL IN 11TH GRADE. WAS AVERAGE STUDENT GOT ALONG OK. IN SERVICE. BASIC TRAINING AND TWO MONTHS CLERICAL SCHOOL COMPLETED. RESULTS OF TWO TESTS SHOW GOOD AVERAGE LEARNING ABILITY.

Smith wants to complete his high school work. This will help him in whatever he does. Smith's competitive level is in the semi-professional or skilled trade groups. His family background is professional in nature.



INTERESTS

SMITH — LIKES TO BE WITH AND AROUND PEOPLE
LIKES TO DO DIFFERENT THINGS, CHANGE AROUND EXPERIMENT
LIKES TO WORK WITH FIGURES LIKES TO TALK
BEFORE SERVICE WANTED TO BE RAILWAY MAIL CLEVER SO HE COULD TRAVEL

RD-5
7-6-52

TEST #1
VERY HIGH BUSINESS ACTIVITIES
HIGH SCIENTIFIC
HIGH WORKING WITH AND AROUND PEOPLE
LIKES TO WORK WITH FIGURES
LOW SCORE IN ARTISTIC AND OUTDOOR WORK

TEST #2
HIGH ACCOUNTING
HIGH MECHANICAL DESIGN & CONSTRUCT
HIGH FINE MUSICAL WORK

TEST #3
HIGH — MECHANICAL, COMPUTATIONAL, CLERICAL, SOCIAL SERVICE
AVERAGE — SCIENTIFIC, AND ARTISTIC
LOW — PERSUASIVE, LITERARY, MUSICAL

Smith has interests in business and mechanical fields. Likes to be around people. Does not want selling. Likes both inside and outside work. Feels he can work well with people. Smith thinks that since interest is high in mechanical and business fields that we ought to find out which he is best suited for. Did all right in clerical work in service.

SURE
2. YOUTH HAVE APTITUDE
AND ABILITY IN FIELD
3. SUITABLE TERMS
YOUR CONDITION

1. GET IN FIELD YOU HAVE
INTEREST
2. GET IN COMPETITIVE
LEVEL — GET ON FIELD
3. FULL WORK
7.1. VACATION

counselor should make notes under the area heading on the chart. This documentation will also show the client's feelings and experiences on each area, both high and low applicable vocational test scores, favorable and unfavorable factors, and so forth. After all the data on the area have been obtained, the counselor guides the client as he: (1) considers all the evidence on

the area, (2) sees the significance of these data in his entire vocational and personality pattern, and (3) makes an area evaluation, decision, and statement of vocational insight as it applies to his case. When the counselor and counselee are both satisfied with the latter's statement, it should be copied on the chart below the other data for that area.

It goes without saying that the

counselor will in some instances recognize certain factors or interrelationships that the client may not be able to recognize or accept. If these are of a type that in the counselor's judgment would not seriously affect the client's immediate vocational choice or planning, the conference may be continued. If, however, they would invalidate the outcome and choice of an objective or goal at this time, then all the creative ability and techniques of the counselor should be applied in an effort to help the client secure better perspective.

The Client's Chart

The vocational chart can serve as a written brief of what has been considered, what decisions have been reached, and what vocational insights the counselee has achieved. This is the client's chart! He is developing a vocational or career blueprint or guide for himself, which he will probably request for his personal possession before the conference is over. The contents should be expressed in terms he can understand. Summary and insight statements must be his. Don't be concerned if there is some irrelevant material in his statement of insight. Nothing generates enthusiasm and interest on the part of the client for vocational planning more than seeing something about himself develop as a result of his cooperation.

One of 8 pages of a vocational chart developed with a veteran is shown here. The counselor worked nearly 20 hours in 3 different conferences with this severely disabled client. The major areas reflected on this second page of the chart are: *steps in problem-solving, scholastic aptitude or learning ability, and interests*. Under each area

title the printed material consists of a brief summary of the basic data and evidence the counselor and client secured, evaluated, and considered together. From this and other information the client formulated his statement of vocational insight which was copied in longhand by the client on the chart after the client and counselor were satisfied with it.

From time to time during the course of counseling, reference is made to various pages of the chart. Other information may be added. The client may wish to make a minor change in his statement of insight on an area or even add more to it. If a shift in emphasis or a change in interest is reflected, the client should be helped to recognize that such reconsiderations are natural and to be expected. Then again, the client may reconsider an area without making any change in his final statement. Note the second date for the area *Scholastic Aptitude or Learning Ability* on the chart page in the picture. On this latter date the client still wondered if he didn't have sufficient scholastic aptitude to handle a 4-year college professional program. A college scholastic aptitude test had not been originally administered. On this date, however, one was given, scored, and interpreted to the client. His chances for success in a college program were poor. After considering this evidence along with other resource material, the client finally accepted the fact that a college program was not for him. The counselor did not enter this test score on the chart since the client accepted the point so completely and the original information and insight statement covered the matter. Common sense and good judgment are

needed by the counselor concerning what not to enter on the chart as well as what to enter.

If, as is evident, counseling is for the client, techniques need to

be evolved which will make his participation more and more active and fruitful. The technique described here was developed as one approach in this direction.

With Apologies to John Greenleaf Whittier

by GERALDINE PENDLETON

Teen-aged boy, with crew-cropped head,
In your shirt of "Raider" red
And your jeans of faded blue,
What has life in store for you?

Let us first check your IQ
Find out what your mind can do.
Do your standard scores and grades
Show discrepancy pervades,
Or in school have you achieved
Just the way we preconceived?
Do your interests conflict
With the goal your family's picked?
With your courses? Hobbies? Plans?
Or do they jibe like Superman's?
Do the plans that you have made
Need some economic aid,
Or is the money you have saved
Adequate to have help waived?
What about your aptitudes?
Your attendance? Attitudes?

Though we have no crystal ball,
Can't predict what will befall,
What you'll be when you're a man,
We do hope that now you can
(When we've checked each one of these,
Made our own analyses)
Better face what lies ahead,
Teen-aged boy with crew-cropped head.

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A Facet of Rapport

by HOWARD D. BLANK

MUCH HAS BEEN written about the need for establishing a sympathetic relationship between counselor and counselee. It has always been the purpose of counselors to make the counseling experience a mutual exchange of ideas, facts, and opinions. Not only is it important to establish this sympathetic relationship early in the counseling process but it should be continued to the very end.

For the past nine years the writer has been turning over in his mind some simple device for establishing this relationship without calling it to the counselee's attention. Several months ago he had a five-word 5" x 10" placard lettered and placed directly back of his desk on the eye level of the counselee

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seated there for orientation and exit interviews. At no time has it been called to the counselee's attention. Frequently the counselee has called the writer's attention to it, indicating that it had a tension reducing effect on him. This is usually done in the exit interview, after the counselee has gone through the various steps which constitute standard procedure in our Veterans Administration Guidance Center.

It is at this point that the counselee frequently expresses his appreciation for the help the placard behind the writer's desk has given him. He has seen cartoons, wall charts on occupations, books, catalogs and pamphlets of many sizes and kinds during the counseling procedure. They have become a sub-conscious part of himself. But the simple placard (which the writer has never seen elsewhere) which many times catches his fancy merely says "Relax! You Are Among Friends."

The Employee Counselor Looks at Job Satisfaction

by ROBERT L. B. ROESSLE

COUNSELING industry has undoubtedly a contribution to make to job satisfaction, but we have to keep in mind that it is only a part of the story. Counseling, as such, cannot replace the other important elements on which job satisfaction is built. To clarify our thinking, let us outline some of the elements which contribute to job satisfaction.

Security

Job security in terms of the reassurance that service is considered a factor in retaining the job.

Pay at least equal to what other employers in the same kind of businesses are giving in the area for similar jobs; pay during periods of illness, vacations, etc.

Pensions with the reassurance that after retirement there will be income for a reasonable living standard. Here the counselor can contribute by aiding employees to prepare for retirement.

Benefits such as insurances which take care of the family in case of hospitalization, accident, or death.

Relations with the Supervisor

A good relationship with the supervisor is probably the most important contribution to employee morale. The employee, above everything else, wants to know how he stands in relation to his job. It is the supervisor's responsibility to

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communicate this information to him, especially after some rating or other evaluation of the employee's performance has occurred. The counselor can help in training the supervisor to do this job in the most constructive way. This can also be a part of any supervisory training program. The selection of supervisors who can be objective and skilled in presenting constructive criticism to their subordinates is important.

Relations with the Work Place

It is important that the individual identify with his company, his department, his union, his work group, and his social group within the job area. When the employee is withdrawn or develops resentments so that he is unable to properly identify with his associates, the counselor can be very helpful in the recognition of the situation and the development of techniques for getting along better with people in the work situation. *Employee clubs*, particularly those operated by employees, give the opportunity for development of employees through the holding of various offices within the club, especially where there is need to help with building confidence. A feeling of belonging is promoted when people are brought together across broad company lines not only in the smaller special groups which operate within the club structure, but also in the general parties and outings which occur occasionally.

The right job in the beginning,

with the aid of selection tests and due consideration to the interests, potentialities, and the level of aspiration of the individual, represents the first step toward job satisfaction.

Opportunity for Promotion or Transfer

People want to have something to look forward to; the feeling that they are being considered and will be recognized is vital to their well being. The principle of promotion from within can be implemented by the counselor in clarifying career goals. Tools to aid the employee in his thinking about career planning are: educational information, tests for self-knowledge and the prediction of success in higher education, knowledge of the employing company and of how new skills and acquired or dormant abilities may be utilized. The counselor can aid the employee to analyze his assets so that these may be presented constructively through regular channels for promotional consideration or a more suitable job in another department.

Communications

Company periodicals, departmental informative meetings, discussion groups, buzz sessions, or social events help to fulfill the need of people to know what is going on at all levels. The more they know, the less they imagine and the more secure they feel. The counselor can contribute in many ways for, whereas he does not reveal any personal information, he may interpret in general terms how groups feel about things and can point to their needs.

Outside Activity

Rounding out the personality

through off-the-job friendships and achievements as a compensation for some lack of fulfillment on the job are important adjuncts. Here the counselor can be effective in identifying individual needs and encouraging outside activities. Often avocations can be important in career planning, or can demonstrate abilities leading to a better job.

The Impact of Personalities

There are certain individuals in the company—people in top management, department heads, and supervisors—who contribute personally to the job satisfaction of the groups under them. The individuals in top management in a subtle way transmit their attitudes and feelings and set the climate and philosophy for the organization. There is a tendency for their behavior to implant itself down the line through the department heads and supervisors. This is one reason why corporations and businesses differ as markedly as the people who run them. Business and industrial organizations should not be stereotyped in our thinking about them. Hence, the climate within which the employee operates and the impact of the personalities of his co-workers contribute to his feeling of belonging. Individuals in the personnel administration function contribute materially through their contacts with the employee, particularly with regard to the application of company policy and its uniform application to people in various parts of the operation. The personalities within the union can also contribute through their recognition of both company and employee problems and are in a position to work toward the team approach.

The way in which a corpora-

tion or business is organized has a different bearing on all the elements we have discussed. We have at one extreme a purely authoritarian structure with a military delegation of authority along with echelon concepts, while at the other extreme we have the less formal organization with a somewhat democratic approach which encourages freedom of expression. In the latter case, most employees have a consciousness of making their own personal contributions.

The Counselor's Role

This outline is intended to bring out the role of the counselor within the limitations imposed by the framework of industry or business. Even within these limitations he

should be able to make a large contribution because he knows more about human needs due to his direct and intimate personal contact with the employee.

We must continuously emphasize, however, that counseling is no substitute for poor management, poor organization, or inadequate personnel policies or their inept implementation. Poor supervisory selection and lack of supervisory training cannot be supplemented by the most ideal counseling service imaginable.

The most important contribution of counseling is to be made in personnel development, in the recognition of individual and group needs, and in the interpretation of these needs to top management.

News from the Bureau of Labor Standards

"The Boy Behind the Pins" is the subject of a new report which describes pinsetters in bowling alleys and present recommendations for standards to be observed in the employment of young workers in this occupation. Free copies of this *Bureau of Labor Standards Bulletin 170* may be obtained by request to the Bureau in the U. S. Department of Labor as long as their limited supply is available. Copies are on sale in quantity from the Superintendent of Documents at 25¢ each.

39 Years of NVGA Traced in Norris Study

The history and development of the National Vocational Guidance Association are traced in a doctoral dissertation recently completed by Willa Norris. The history carries the Association from its founding in October, 1913, up to July, 1952, when it became a Division of APGA. During this period, NVGA membership rose from 63 to 6,460 persons. The study accords special treatment to the development of Branches, Conventions, and committee activity. An appendix includes the various NVGA Constitutions, a list of publications, lists of officers, and other historical information. Copies of the dissertation are on file at the APGA headquarters office, at the George Washington University library, and with the author at Michigan State College.



A Note to School Counselors

by JAMES DRASGOW

AMONG THE CLIENTS referred by school counselors to our vocational counseling center are many who reveal a pattern that suggests a questionable practice. They reach us with what might be called a *test orientation*: they tell us in a variety of ways that they have taken some tests and that they have come to take more. Usually they have been given some tests and have been told that more tests would help them. Judging from our experience with these clients, this would seem to be an untenable

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practice. It contains the unwarranted assumption that if one or so tests didn't bring satisfaction, then more might. In general we find vocational conflicts are not resolved by tests given in this manner.

Tests and testing have probably been maximized in the school's effort to provide service to the largest number of people. This is understandable in terms of the limited time available to school counselors, but it also appears that sometimes quantity rather than quality is being emphasized and that while the giving and taking of tests are maximized in this manner, vocational *counseling* is minimized.

Not infrequently our clients re-

port that they received their test results either in a group setting or not at all. They can glibly repeat interpretations of their scores with obviously little emotional and individualized meaning. The interpretations may very well have group predictive characteristics and often such interpretations have been read to them or read by them from "self-interpreting" test profiles or test manuals with little regard to the total context into which they are being introduced.

A possible objection to generalizing from our experience would be that we see a highly selected group, so that our observations would not apply to people in general. However, the frequency of such test orientation within the group we see is so markedly consistent that it makes us wonder about the degree to which it may exist among those we never see who have been through similar testing programs.

Information helpful in understanding many of these test-oriented clients comes from clinical psychology and psychiatry. Psychologists and psychiatrists often speak of "hungry patients" who are continuously looking for something like pills, remedies, and panaceas in an attempt to satisfy an apparently insatiable appetite. It may be that our clients are of this type. They may perceive a test as a remedy for their particular problem and each test seems to stimulate their appetite to continue like addicts. It would seem that *minimizing* testing and *maximizing* counseling would be even more necessary in these cases since testing seems to lead only to a desire for more testing rather than to the resolving of the problem which made the person a test addict.

The vicious circle might be

broken by individual counseling in conjunction with the introduction of the test results. In many instances it is not more *testing* that resolves the dilemma, but rather more *counseling* during which time solutions to problems are worked out by *clients*, not by counselors or tests. Clients frequently use test results to help them reach decisions, but if they do not, the test results are literally useless. One of the major functions of the vocational counselor is to help each client to absorb and use this material. When test results are presented in a group without individual contact, they may not be grasped or used effectively by the individuals in the group. Test results which reach a person out of the context of the counseling and decision-making processes evidently frequently fall flat. Hence, to improve the vocational guidance efforts in schools, what seems to be necessary is more individual contact in a counseling relationship and less testing of, and lecturing to, a group.

When a client who is test oriented becomes engaged in our vocational counseling services, he needlessly wastes much of his time and effort to reorganize himself enough to see that more tests will not solve his problem for him. They may help him to reach his own solution, if he uses them, but the solution must be worked out by him, with or without any testing. If those who refer clients to vocational *counseling* agencies would emphasize that vocational *counseling* may help, instead of tests, they would present a more accurate picture of the services offered and save many clients from needless waste in addition to increasing the functional efficiency of the counseling service.

from HOBBY to CAREER

by WALTER J. LEVY

Miss D., 28 years old, came for help in finding a job. Recently emigrated from Holland where she had worked as a receptionist for a pediatrician and as a housekeeper, she felt she could handle either type of work in this country.

When I asked her about hobbies or other skills, she said she had amused herself by decorating blouses, scarves, toys, trays, and glasses; she had even painted nursery rhyme scenes on the walls of the pediatrician's reception room where she had worked. Although she had enjoyed this as a hobby, she questioned the possibility of finding such employment without formal training. I agreed that this was a consideration, but asked to see samples of her work. She agreed to bring some to the office.

As to the possibilities of using her experience in this country, I told Miss D. that a job in a physician's office could not be considered at this time because of her limited English facility and lack of specific clerical skills, such as typing, which were usually a requirement. As for domestic work, I indicated that there were many openings.

In spite of Miss D.'s realistic doubts concerning her art ability, her interest in finding related employment had evidently been

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aroused by our discussion. She asked how long it might take to find her a job in the area of her avocation. I explained that I could not promise her a job in any field; but I could try to find one in line with her abilities and interests. However, I could not give her any assurance as to the time this would take.

At this point, Miss D. was undecided as to what step to take. I suggested that if she wanted to go to work as quickly as possible, a job as a domestic would be the answer. Meanwhile I could investigate the employment possibilities in the area of her hobby. She thought this a good idea. After discussing with her various domestic job orders registered with the agency, she chose a temporary one with the hope that she could obtain work related to art by the time this job terminated.

Miss D. returned to the office a week later with samples of her artwork. Although it was my impression that she had definite talent and ability, I suggested an evaluation by a professional artist and arranged for her to see Mr. F. of the City Art Center. Although he felt that she needed some formal art training and should be encouraged in this direction, it was his opinion that her present skills were sufficient for certain lower-level jobs in the field.

Miss D. felt encouraged by this evaluation which also enabled her to make a new and very realistic plan. She said if I could not find an art job for her by the time her present employment had ended, she would accept a domestic job of a permanent nature and take an art course at night school.

Since we had no current job openings in the art field, I called a fixture manufacturing firm which thought they could use Miss D. as

a retoucher of radio cabinets. The personnel director hired her, pending the outcome of their medical examination. Since the latter revealed varicose veins, Miss D. was not acceptable. Miss D. had not mentioned any physical disabilities during our previous interviews and emphasized that this condition was not disabling in any way. The medical regulations of the firm, however, precluded her employment.

Several days later, we received a job order from a clothing store for a worker who could paint signs and print price tags. Miss D. was referred, but was not hired because of her limited English. I then referred her to an advertising firm which had called the agency for an assistant artist but Miss D. was not considered qualified.

Since no other appropriate jobs were available, solicitation was re-

sumed of firms using people with an art background. None of these firms had an opening for Miss D. until finally a retail linen firm which I had contacted expressed an interest in talking with her. Two weeks following the termination of her temporary job as a domestic, Miss D. was hired to do designing and to be trained in monogramming.

Three months later, the employer reported that he was very much pleased with Miss D.'s work and that he had given her a raise. In a follow-up interview with Miss D., she expressed her great satisfaction with the job. It was still hard for her to believe that she was able to earn a living by doing the kind of work which she so much enjoyed and which had formerly been merely a leisure-time activity.

Miss D. then requested information about art courses at night school.

Note to Contributors

The new Editor of the *Vocational Guidance Quarterly* for 1954-55 is Dr. Clarence Failor, College of Education, University of Colorado, Boulder. The new Chairman of the Editorial Committee is Dr. Edward Roeber, University of Michigan, Ann Arbor. Please send future manuscripts directly to one of them. In signing off for 1953-54, we want to thank you for your past contributions and cooperation.

MARGUERITE W. ZAPOLEON, *Editor*

LEONARD M. MILLER, *Chairman, Editorial Committee*

NVGA Convention Proceedings Available at Cost

A verbatim transcript of the summary report to the Buffalo Convention by NVGA Section Chairmen is now available at APGA headquarters. The cost is \$.50 per single copy; \$.35 for orders of ten or more. These proceedings summarize the highlights of the 48 section meetings at the Convention and should prove useful in reporting on the Convention and section developments to the Branches, to guidance classes, and to community groups. Send orders to APGA headquarters office, 1534 "O" Street, N. W., Washington 5, D. C.

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